



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: The Dyslexic Mind

Course Description: Dyslexia impacts an estimated one in five students. This course will allow educators to develop an accurate understanding of dyslexia, so that they can work to dispel myths and advocate for proper supports for students, both in their classrooms and larger school communities. This course will address the current inequities in education faced by students with dyslexia. We will discuss the current state of dyslexia identification and support in our schools and explore ways to develop more equitable practices for students with dyslexia. We will consider how race, language and socioeconomic factors can impact proper identification and support. Educators will explore and discuss how structured literacy instruction along with Universal Design for Learning practices can create greater learning equity and accessibility for all learners with dyslexia.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

Objectives	• Reflect on experiences, understandings and goals in relation to dyslexia and identify needs and goals as they relate to personal classrooms and school communities while learning how to instill equitable practices in instruction • Explore and learn the importance and role of cultivating culturally responsive practices in order to meet needs of students • Craft personal definition(s) of dyslexia for students and/or parents explaining how it could be used to build and sustain meaningful relationships with families. • Examine the lived experience of a person who is considered to be a dyslexia “success story,” identifying both challenges and strengths. Explain how this story could work towards developing a classroom culture that welcomes and affirms the individual identities and strengths. • Evaluate current understanding of dyslexia based on discussion of associated myths; identify myths that are particularly rampant in current school communities in order work towards dispelling these.
Topics	Week we will focus on our goals for learning about dyslexia as well as any personal or professional experiences with dyslexia, examined with the goal of growing our own critical consciousness and culturally responsive practices. We will explore the distinction between the perspectives of dyslexia as a learning disability versus a learning difference. We will craft our own definitions of dyslexia that will support our ability to discuss dyslexia with students. Most people have some common knowledge of dyslexia; we will discern the myths from the facts. Finally, we will become aware of the characteristics of dyslexic learners and how these characteristics affect learners in our classrooms.
Application to Instruction & Student Learning	<u>Application to Instruction:</u> Educators will be better able to explain to students and parents what dyslexia is from the perspective of learning difference rather than disability. Educators will be able to dispel common myths about dyslexia to work towards ensuring more dyslexia friendly practices. Educators and students will have the opportunity to learn about famous dyslexics to help reshape beliefs about dyslexia and highlight how people with dyslexia from different races, ethnic backgrounds and genders have overcome adversity. <u>Student Learning:</u> All students will benefit from the ability of their teachers to identify the characteristics, strengths and weaknesses of dyslexia. The classroom community will benefit from knowledge that will dispel common myths about dyslexia. Students without dyslexia can gain a better appreciation for the possible strengths of their dyslexic classmates as well as become more supportive and empathetic in assisting students with learning and related social emotional challenges. Students with dyslexia will benefit from teachers who can better anticipate dyslexia related challenges and who view their dyslexia as a learning difference and provide instruction and support from this perspective.

Session II

Objectives	• Explore research-based practices for literacy development in students with dyslexia. • Develop an understanding of brain differences in people with dyslexia and how we as teachers can support students based on understanding of these differences. • Examine how factors including race, language learning and socioeconomic status can further marginalize students with dyslexia • Examine and reflect upon how culturally responsive practices and the creation of a brave learning classroom further strengthens student outcomes • Share and reflect on current practices of meeting the needs of students with dyslexia in current schools and classrooms.
Topics	Week we will explore the laws and policies regarding dyslexia, how the differences in the brain affect individuals with dyslexia, and how this awareness can help us to advocate for our students and create classrooms that are dyslexia friendly and brave learning spaces. How can a brave learning community help foster student leaders and charge them with being inclusive of diverse populations and lead others in creating an atmosphere of mutual respect amongst all. <u>Teaching toolbox: Creating classrooms that are brave spaces</u> <u>Developing Brave Spaces in the Classroom</u>
Application to Instruction & Student Learning	By exploring research based best practices in literacy development, educators will have a better understanding of the type of explicit, multi-sensory instruction that is needed to allow students with dyslexia to improve literacy skills. Teachers will better understand the needs of students with dyslexia based on new understanding of brain differences. The study of these differences will also allow educators to see that although these differences can be considered disabilities in traditional learning environments, they can be assets in many real-world settings. By reflecting upon current classroom and school practices teachers can become better advocates for students with dyslexia.

Session III

Objectives	• Identify basic principles for instruction for students with disabilities and evaluate current strengths and weaknesses • Create Literacy for All: Equitable Practices for Reading and Dyslexia • Discuss different perspectives of print disabilities and identify technology that can allow for greater learning accessibility for students with dyslexia • Examine unconscious bias and impact. Participants will explore their own implicit bias, and how that bias impacts their expectations as an educator through the IAT that measures attitudes and beliefs that people may be unwilling or unable to report. The IAT may be especially interesting if it reveals implicit biases that participants may have been previously unaware of. • Create a lesson that exemplifies the use of UDL (Universal Design for Learning) • Evaluate a strategy and share ways to support the social and emotional needs of students with dyslexia in your class or in personal experience.
Topics	This week we will explore and reflect on appropriate curriculum responses to the needs of students who are dyslexic. We will also explore the debate over the shift in understanding of print disabilities as a disability that resides in the learner versus residing in both the learner and the curriculum. We will also explore the debate over the shift in understanding of print disabilities as a disability that resides in the learner versus residing in both the learner and the curriculum.

	To continue our work in understanding and implementing CRP, participants will explore their own implicit bias, and how that bias impacts their expectations as an educator through the IAT that measures attitudes and beliefs that people may be unwilling or unable to report. The IAT may be especially interesting if it shows that you have an implicit attitude that you did not know about. <u>Assess Your Own Implicit Bias</u> <u>5 Things Educators Can Do to Address Bias in Their School</u> <u>How Does Implicit Bias Influence Behavior?</u> Personally, reflect on our findings and consider although difficult and uncomfortable but important work of identifying and reflecting on your <u>own implicit biases or institutional beliefs and practices and consider the impact on the type of feedback they have given their students, past or present.</u>
Application to Instruction & Student Learning	Participants will be assessed on the quality of the responses to the tasks presented in the Topics and Agenda section as well as the level of participation in overall class discussion. Participants will be assessed on their application of learning to lesson design. Rubrics in section nine of this document will be utilized for assessment. Feedback and assessment will take into consideration the following expectations: Participants will be expected to: • demonstrate flexibility and responsiveness in regards to the implementation of general principles of instruction for students with dyslexia. • to evaluate the use of the de-stress model and create a plan to support the social and emotional needs of students with dyslexia. • discuss their expanded knowledge of current research and laws regarding accessible learning materials and debate the issue of students' rights when considering dyslexia as a learning versus a curriculum disability • modify lessons using UDL principles to allow all students to access and participate in meaningful, challenging learning opportunities

Session IV

Objectives	explore and reflect on strategies for improving outcomes for students with dyslexia critical reflection of mind mapping as a teaching and learning strategy for students with dyslexia explore assistive technology to address underlying needs associated with dyslexia that can hinder learning and identify appropriate accommodations for students with dyslexia • Craft a reflection identifying new practices that will be adopted ensure classrooms and instruction are equitable for students with dyslexia
Topics	• This week's focus will be on choosing strategies and resources that will best support students with dyslexia and reflecting on and creating a plan for applying dyslexia friendly practices to classroom instruction while creating brave learning spaces for all to feel safe and encouraged to achieve. We will also explore the debate over the shift in understanding of print disabilities as a disability that resides in the learner versus residing in both the learner and the curriculum.
Application to Instruction & Student Learning	Teachers will utilize new approaches to meet the academic needs of students with dyslexia. Teachers will explore curriculum materials that can promote the development of the MIND strengths. Classroom instruction will be improved as teachers share goals for new practices that best meet the needs of students with dyslexia.